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November 2020 The Humanities at Otterbein: A newsletter of the Humanities Advisory Committee

Humanities Advisory Committee
Otterbein University

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Looking ahead: HAC Grants and Opportunities for Spring 2021

Co-Sponsored Grants

These grants support humanities-related events on campus. HAC will cover up to half of the total budget of the event. Applications are accepted on a rolling basis.

Faculty-Student Enrichment Grants

These grants support enrichment activities for humanities-related courses. Applications are accepted on a rolling basis.

Faculty Project Grants for Full- Time Faculty

HAC is looking forward to offering Project Grants again in 2021. Project Grants award funding to support research and curricular projects in the humanities. Funds will be available beginning May 1, 2021, and must be

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Image from the Otterbein University Archives
<https://www.otterbein.edu/library/>

News from Courtright Memorial Library

Otterbein's endowment from the National Endowment for the Humanities provides annual funding to the university's Courtright Memorial Library for collections acquisition and research support.

New Database:

Digital Theatre

Plus (<https://login.ezproxy.otterbein.edu/login?url=https://www.digitaltheatreplus.com/>) unlimited access to over 1000+ full-length productions.

This includes recorded live performances, behind the scenes discussions, and educational resources.

Resource reminder:

Archives of Sexuality & Gender: LGBTQ History and Culture Since

1940 (<https://otterbein.libguides.com/lgbtqarchive>) This collection was part of the purchase a few years ago when we obtained the Eighteenth Century Collections Online. It includes historical records of political and

spent by May 31, 2022. More details, including how to apply, will be forthcoming early in spring semester 2021.

Contact Us

Humanities Advisory Committee Members:

Amy Johnson, Art History & Committee Chair

Allen Reichert, Library

Amy Sheeran, Modern Languages

Deborah Solomon, History & Political Science

Janice Glowski, University Museum & Galleries

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Margaret Koehler, English

Stephanie Patridge, Religion & Philosophy

[Humanities Advisory Committee Webpage](#)

social organizations founded by LGBTQ individuals, as well as publications by and for lesbians and gays, and extensive coverage of governmental responses to the AIDS crisis.

Aegis: Otterbein's student humanities journal

Aegis will be accepting submissions from Otterbein students for its spring 2021 journal. This year, the journal's student editors are looking for traditional academic essays, but also are expanding their call to include:

- 1) shorter essays that take up the big social issues that we currently face, e.g., the novel coronavirus, political tribalism, global climate change, criminal justice, and the black lives matter protests.
- 2) 3-4 shorter essays submitted together around a common theme.

Look for submission details in a forthcoming announcement from *Aegis*. For further questions regarding *Aegis*, contact Professor Stephanie Patridge, spatridge@otterbein.edu.

A Roof Over My Head: History of Inequity and Architecture

In conjunction with the University Museum and Galleries, HAC sponsored a webinar discussion featuring the artist Magda Parasidis, architect Paul Walker Clarke, Sociology Professor Carla Corroto, and Art History Professor Amy Johnson. The panel discussed topics raised by Parasidis' work featured in the Miller Gallery exhibition, *Ghosts in Sunlight*. Using perspectives from the history of art, architecture, sociology, and lived experiences, panelists considered questions of housing versus dwelling, surveillance and segregation, and what works in contemporary design for housing and public spaces. A recording of the webinar will be available on the [exhibition webpage](#), and images from the exhibition are available on the Library's [Digital Commons](#).

Faculty Scholarship: Summer 2020 Writing Projects

Margaret Koehler, Professor of English

"Sufficient clogs no Wheels and tires no Horse,/ Yet briskly drives the Blood around the Course."

--Edward Baynard, "Health, A Poem" (1719)

I used my HAC Summer Writing Award to support the drafting of a chapter of my book project. This chapter, “Health and the How-to Impulse in 18-century Poetry,” examines poetry about health and in particular, poetry instructing readers in how to achieve and maintain health. It is part of a larger book project considering the relationship between British poetry and medicine in the eighteenth century. I ask how these two fields encounter each other in an earlier moment in the history of the academic disciplines, and I examine cases of specific intersection between poetry and medicine. The concept of *health* was acquiring new meanings, new currency, and a new literature in the eighteenth century. Not only was there an expanding consciousness of health rules, but an expanding market for books, pamphlets, and periodicals. An increasingly public and participatory discussion of health was emerging, and medical knowledge was becoming less an abstruse and specialized discourse and more an arena for conversation and debate. Individuals assessed, held opinions about, experimented with, and oversaw their own health regimens. As historian Roy Porter has written of the period, “Within a highly health-conscious milieu, the sick commonly took remedial action on their own initiative.” If the sick took remedial action, the healthy took preventative action just as enthusiastically. Poetry played a significant role in this trend. My chapter explores the range and evolution of what I call Health Poetry, which helped to popularize and shape this discourse of health. For example, a new cultural compulsion for recreational exercise aligns fascinatingly with poetry about talking walks.

Glenna Jackson, Professor of Religion

Abstract: New Testament parables have intriguing and unique contexts in Africa and the Middle East because they often resonate differently from the western world. But the question must be asked: who gets to tell those stories and interpretations when they do not originate from one’s own culture and context? I have published journal articles and book chapters based on my research travels and they have been received positively in indigenous populations and my own worlds where different understandings are valued. At the outset more than twenty years ago, I understood that Africans have more knowledge from an experiential context about the Ancient Near East than we westerners can possibly hope to accrue—we will not find this kind of knowledge in books. For example, interpretations of the Good Samaritan (Luke 10:25-37) in Burundi and in Israel-Palestine have much more authenticity with Lukan authorial intent than my own cultural understanding. Indeed, when I am anywhere on the continent of Africa or in the Middle East, the narrative from stories, songs, and dance constitutes elements of cultural heritage, contemporary social mores, issues of social [in]justice and often are also reminiscent of New Testament parables contexts. But, how does an outsider like me move forward with the information and insights I have gained without objectifying the very ones from whom I have received the stories, understandings, and ideas? Can I, as a white, female feminist

Westerner be an effective ally? According to Fidon Mwombeki, I can develop a “hermeneutic of resonance”; according to bell hooks, I am able to “bond across boundaries.” And so I have constructed, published, and continue to refine a technique dubbed, “framing as method”. Simply put, it is a skill that enables one to look outside the *frame* of a picture, a story, or a performance and experience another’s environment, culture, or point of view as an empathetic partner rather than merely as a passive observer in the saga of human history.

Deborah Solomon, Associate Professor of Asian History

My 2020 HAC Summer Writing Award helped me create a preliminary draft of a research paper about the use of a type of Japanese proto-mimeograph printing technology, called a gariban, in colonial Korea prior to 1945. This paper has now been accepted for an April 2021 pre-publication workshop and is scheduled for publication in a special issue of the Journal of Korean Studies, entitled “Textual Materiality in Korea: Premodern to Postmodern,” the following year.

Paper Title: Duplication, Circulation, and Shared Identities: Forming Interconnected Readerships through Gariban Printing on the Korean Peninsula.

Abstract: In this research, I explore how the affordances of gariban printing allowed printed materials to be created and circulated that in ways that reinforced a sense of shared identity and discursive community among subgroups of residents of the Korean peninsula. For example, Japanese settlers remained connected to the Japanese islands through gariban printing, such as by contributing amateur gariban art to Japanese magazines that accepted reader submissions. Gariban devices were also used to create and circulate newsletters to members of Japanese prefectural association branches in the colonies, and other narrowly formulated subgroups within the settler community. School gariban, too, facilitated the creation of individualized announcements and lessons, but could also be appropriated for a variety of other unsanctioned uses, such as for anti-Japanese student protest activity. Sometimes students distributed gariban-printed protest fliers on school grounds or on the street nearby, although during a student movement in the late 1920s, authorities intercepted packages of protest pamphlets that had been printed on school gariban and sent, apparently at random, to Korean students at schools elsewhere on the peninsula, seemingly in the hopes that receiving ready-made pamphlets advocating Korean independence would prompt their recipients into action. These are simply a few examples of how gariban printing offered its users much more than simple duplication; instead, it gave residents of the Korean peninsula a means of building readerships centered on a collective sense of shared identity and sustained through the circulation of hand-printed texts.

